

Fall 9-1-2018

COMX 219S.01: Survey of Children's Communication

Kimberly S. Reiser

University of Montana - Missoula, Kim.Reiser@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Reiser, Kimberly S., "COMX 219S.01: Survey of Children's Communication" (2018). *Syllabi*. 8560.
<https://scholarworks.umt.edu/syllabi/8560>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

The University of Montana-Missoula
Missoula College
Department of Applied Arts and Sciences
Fall 2018, Course Syllabus

Course Number and Title: COMX 219S, Survey of Children's Communication

Semester Credits: 3

Professor: Kim Reiser

E-mail: Kim.Reiser@umontana.edu

It is my preference we schedule face-to-face appointments or discuss minor course issues via email; this is the easiest way to reach me. It is essential you use your university email for this communication. If necessary, you may leave messages for me at 243-7839.

Office Location: Rm 421, Missoula College building at 1205 E. Broadway

Office Hours: Tuesday 2-3, Wednesday 1-2, or By Appointment

Course Description

This course provides a survey of communication processes in early childhood through adolescence. In particular, the course focuses on how children learn to communicate; the contemporary communication environments of children/adolescence including interactions in family relationships, friendships, as well as media; and challenges concerning childhood communication and its effect on later communication development (e.g. aggression, violence, etc.).

Student Performance Outcomes

1. Trace the development of children's nonverbal and verbal communication.
2. Identify environmental influences on children and adolescents' communicative and social development.
3. Observe and analyze patterns of children and adolescents' communication with one another.
4. Review and interpret current research on child and adolescent communication.

Textbooks

Socha, T., J., & Yingling, J. (2010). *Families communicating with children*. Malden, MA: Polity Press.

Additional required reading will be posted in our Moodle supplement. It is essential that you bring hard or electronic copies of this reading to class. Our discussions will be guided by specifics from this reading.

Grading

Exams (2) – 35% of grade

Abstract Papers (2) – 15% of grade

Reading Responses – 10% of grade

Inquiries – 20% of grade

Research Presentation – 20% of grade

Attendance Policy

It is my belief that what you gain from a course is dependent on what you put into it. Attendance will determine a student's level of success. If you miss a class, you will miss a learning opportunity. Students with fewer than two absences during the semester will see their final grade increased by 5%. Students with more than three absences may lose their privilege for a makeup should an emergency arise.

***Students who sleep, leave early/come late, or work on other assignments during class will not be counted as present.**

Test Makeup Policy: I believe the classroom setting should be treated like any other professional setting. Employers and coworkers tend to be forgiving of a person's absence for an important meeting or engagement **if** that person has proven to be dependable in the past. My policy follows this principle.

If the following conditions are met, you may be given an opportunity to make up a test:

1. You must be in good standing in the class. This means no more than three absences, no late assignments and passing grades on all completed assignments.
2. You must notify me prior to missing the test that you will be unable to attend that class period, and provide an explanation for your absence. Personal illness, family emergencies and unexpected events are acceptable reasons for rescheduling a test. You may be asked for documentation of verification of your excuse.
3. Within 24 hours of missing the test, you must schedule an appointment with me to make up your test.

ALL ASSIGNMENTS WILL BE SUBMITTED ELECTRONICALLY IN MOODLE BY MIDNIGHT ON THE DAY THAT THEY ARE DUE. ASSIGNMENTS SUBMITTED A CLASS DAY LATE WILL BE GRADED OUT OF HALF CREDIT. BEYOND THIS DATE, ASSIGNMENTS WILL NOT BE ACCEPTED.

Student Conduct:

Please conduct yourself in a way that promotes learning for all students in the classroom (i.e. do not use language that might offend others, use laptops for note taking only, avoid disclosing too much personal information, turn off cell phones, absolutely no text messaging, and avoid monopolizing class discussion).

*COURSE POLICIES ARE APPLIED AT THE DISCRETION OF THE INSTRUCTOR.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umn.edu/SAV/VPSA/index.cfm/page/1321>.

Disability Student Services:

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. Our DSS Students Director, Amy Capolupo, will be on the Missoula College Campus, from 9:00-4:00 on Tuesdays and Fridays. Her office is on the River Level (room MC 032). Appointments can be made with her by calling 406-243-2243.

For students planning to request testing accommodations, be sure to bring the DSS testing form to me in advance of the two-day deadline for scheduling in our Learning Center.

Drop Policy

Beginning the 46th day of the semester through the last regular class day (i.e. Friday) before Finals Week students may drop courses only by petition. Note that not all petitions are approved and documentation is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop – the UM's Academic Policies and Procedures (see <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>).

Course Calendar

*Readings and assignments are due on the day they are listed. In addition, for every reading, students are required to submit a one paragraph response to a prompt on that reading. These responses are worth 10% of the total grade in the class. They need to be uploaded in Moodle before the start of class on the day for which the reading is assigned.

August

28 Introductions

30 Video

September

4 Roberts, Chapter 2 (Communication), Moodle

6 Roberts, Chapter 6 (The Good Parent), Moodle

11 The Blackboard Method

13 Eliot, Chapter 14 (Language and the Developing Brain), Moodle

18 Socha & Yingling, Chapter 1 (Children are Family Communicators Too)

20 Socha & Yingling, Chapter 2 (Children's Communication Development at Home)

21 **ABSTRACT 1 (Early Childhood Communication) AND PRESENTATIONS DUE**

25 Socha & Yingling, Chapter 3 (Children's Communication in Family Groups and Family Relationships)

27 Faber & Mazlish, Chapter 2 (Engaging Cooperation), Moodle

October

2 Sunwolf, Chapter 2 (Peer Groups in Childhood), Moodle

- 4 Goleman, Chapter 3 (When Smart is Dumb), Moodle
- 9 Video
- 11 Louv, Chapter 5 (A Life of the Senses: Nature vs. the Know-It-All State of Mind), Moodle
- 16 **MID-TERM EXAMINATION**
- 18 Kindlon and Thompson, Chapter 1 (The Road Not Taken), Electronic Reserve
 Flansburg [Reiser], "This is the time out room...Sometimes you'll find the teachers in here": An ethnography of motivational interviewing techniques in the classroom, Electronic Reserve
- 23 Socha & Yingling, Chapter 4 (Children Learning Family Roles and Rules)
- 25 Video
- 30 Video

November

- 1 Socha & Yingling, Chapter 5 (Children in Family Decisions, Problems, and Conflict)
- 6 **NO CLASS, ELECTION DAY**
- 8 Faber & Mazlish, Chapter TBA, Moodle
- 13 **ABSTRACT 2 (adolescent childhood communication) AND PRESENTATIONS DUE**
- 15 Simmons, *Odd girl out* chapter, Moodle
- 20 Socha & Yingling, Chapter 6 (Children and Positive Communication Development at Home)
- 21-23 **NO CLASS, THANKSGIVING HOLIDAY**
- 27 VIDEO
 Reading on Adolescents and the Media, TBA, Moodle
- 29 **RESEARCH PRESENTATIONS DUE**

December

- 4 **2nd DAY OF RESEARCH PRESENTATIONS**
- 6 **3rd DAY OF RESEARCH PRESENTATIONS**

FINALS WEEK: We will meet during our prescribed time (Friday, December 14th from 10:10-12:10) for our final exam.

